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ABSTRACT

Current statistics on minority enrollment in Connecticut institutions of higher education are reviewed. Trends include the following: there were 12,777 minority students in state institutions in fall 1980; minority students represent 8.5 percent of the undergraduate students and 5.9 percent of graduate and professional students; minority enrollment grew 26.1 percent from 1976 to 1980, 21.8 percent at the undergraduate level and 65.5 percent at the graduate and professional level while nonminority enrollment grew 7.9 percent during the same period; among the institutions with a total enrollment of more than 100 students, the proportion of minority students ranged from 38.7 percent to 1.7 percent; 11 public and independent institutions have 12 percent or more minority students, while 14 institutions have 4 percent or fewer. Both minority and nonminority undergraduate students were more likely to enroll on a part-time basis in 1980 than was the case in 1976; a similar percentage of minority and nonminority students enrolled part-time at the undergraduate level; at the graduate level, minority students are less likely than nonminority students to enroll on a part-time basis; attendance patterns of minority and nonminority women are similar, with minority women representing 51.9 percent of all full-time undergraduate students and nonminority women comprising 50.8 percent of nonminority undergraduate students; minority enrollment is concentrated in institutions located in urban areas, specifically the seven towns with populations over 70,000; and minority students received 5.2 percent of the degrees conferred in June 1979. (SW)

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BHE reports

R-2-81

BOARD OF HIGHER EDUCATION
61 WOODLAND STREET, HARTFORD, CT 06105

MAY 1981

MINORITY ENROLLMENT IN CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION

The Connecticut Board of Higher Education resolved in 1979 to support public policies designed to facilitate and increase minority participation in higher education, including increased recruitment of minority students, improved coordination of supportive service programs and research designed to assess the status of minority enrollment in Connecticut. This report reviews current statistics on minority enrollment in Connecticut institutions of higher education.[1] It is the second in a series examining current trends in higher education enrollment.

Highlights

- There were 12,777 minority students in Connecticut institutions of higher education in fall 1980, representing 8 percent of the student population.[2] Minority students represent 8.5 percent of undergraduate students in Connecticut institutions, and 5.9 percent of graduate and professional students.

- Minority enrollment grew 26.1 percent from 1976 to 1980, 21.8 percent at the undergraduate level and 65.5 percent at the graduate and professional level. Non-minority enrollment grew 7.9 percent during the same period.

- Among institutions with a total enrollment of more than 100 students, the proportion of minority students ranges from 38.7 percent (Greater Hartford Community College) to 1.7 percent (Asnuntuck Community College) and (Northwestern Connecticut Community College). Eleven public and independent institutions have 12 percent or more minority students; 14 institutions have 4 percent or fewer.

[1] Minority refers to Black, Hispanic, Asian and Native American students who are United States citizens or permanent residents. Non-minority refers to all other students, including nonresident aliens. However, since the issue of equity and access is appropriately addressed through comparison between minority and non-minority United States residents only, nonresident alien enrollments are treated separately where their inclusion might distort comparisons.

[2] Enrollment counts are based on the official Higher Education General Information Survey data submitted each year to the federal government. For public institutions, enrollment counts include all students enrolled in degree-credit courses under both general fund and extension fund support.

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- Both minority and non-minority undergraduate students were more likely to enroll on a part-time basis in 1980 than was the case in 1976. A similar percentage of minority and non-minority students enrolled part-time at the undergraduate level. At the graduate level, minority students are less likely than non-minority students to enroll on a part-time basis.

- Attendance patterns of minority and non-minority women are quite similar, with minority women representing 51.9 percent of all full-time undergraduate minority students and non-minority women comprising 50.8 percent of non-minority undergraduate students.

- Minority enrollment is concentrated in institutions located in urban areas, specifically the seven towns with populations over 70,000.

- Minority students received 5.2 percent of the degrees conferred in June 1979. They received 5 percent of all doctoral degrees; 8.6 percent of first-professional degrees; 3.4 percent of masters degrees; 4.6 percent of bachelors degrees, and 8.1 percent of associate degrees.

Minority Population in Connecticut

The U.S. Bureau of the Census places Connecticut's 1980 population at 3,107,576 persons. Minorities, at 308,156, comprise 9.9 percent of the total population, with Blacks representing the largest group--numbering 217,433 or 7 percent. Since "Hispanic origin" is not an exclusive category, those individuals were also included in White, Black and Other racial categories. Persons of Hispanic origin, however, number 124,499 or 4 percent of the total state population.

Data from the State Board of Education indicate that over the past five years White student enrollment in public schools has declined 17.7 percent while minority enrollment has increased 1.5 percent. The growth in the number of minority children enrolled in public schools is not uniform across ethnic categories. Black student enrollment actually declined 6.4 percent over the period 1976 to 1980, while the number of students of Hispanic, Asian and Other-Minority origin grew 16.5 percent. Nearly 12 percent of 12th graders in Connecticut public schools in fall 1980 were minority students.

The number of Connecticut high school graduates is expected to decline a total of 43 percent by 1994. As demographic trends continue to modify the size and ethnic composition of high school graduating classes, the percentage of minority students is likely to increase.

Table 1 shows separately the minority representation in the Connecticut population and in Connecticut institutions of higher education. Direct comparisons between the proportion of a particular ethnic group in the Connecticut population and their representation in higher education cannot be made because of the number of out-of-state students in Connecticut colleges and universities, the number of Connecticut

residents enrolled in out-of-state institutions and the different racial categories used for census and higher education reporting purposes. However, it is reasonable to assume that a large proportion of minority students studying in Connecticut are Connecticut residents because 64.2 percent of all minorities (excluding those at the U.S. Coast Guard Academy) are enrolled at state-supported institutions--where 96.8 percent of the undergraduate students are Connecticut residents--and an additional 22.3 percent are enrolled at regional independent institutions--where 77.6 percent of the undergraduates are Connecticut residents.[3]

TABLE 1

MINORITY REPRESENTATION AS A PERCENTAGE OF TOTAL CONNECTICUT POPULATION AND TOTAL HIGHER EDUCATION ENROLLMENT, 1980

U.S. Census Reporting Categories	Percent in Connecticut Population	Higher Education Reporting Categories	Percent In Connecticut Higher Education
White	90.1%	White (Non-Hispanic)	90.5%
Black	7.0%	Black	4.9%
Native American	0.1%	Native American	0.3%
Asian & Pacific Islander	0.6%	Asian & Pacific Islander	1.0%
Other	2.2%	Hispanic	1.7%
		Nonresident Aliens	1.6%
TOTAL	100.0%	TOTAL	100.0%
Hispanic	4.0%		

Minority Enrollment: Size, Distribution, Location

Minority students numbered 12,777 in fall 1980, or 8 percent of the total college population in Connecticut, while in 1976 they were 6.9 percent of total enrollment. Growth in minority participation over the five-year period 1976 to 1980 was 26.1 percent compared to a growth rate of 7.9 percent among the non-minority college population.

While enrollment of all minority groups increased in the period 1976 to 1980 (Figure 1), the rate of growth was greatest for Asians and Pacific Islanders (113 percent). Blacks, who now constitute 62 percent of minority students, showed the largest numerical increase (923 students).

[3] "Regional" institutions are all four-year independent institutions, except those institutions defined as "national" institutions. A four-year independent institution is a national institution if more than 65 percent of the full-time undergraduates are from out-of-state and total enrollment exceeds 300 students (i.e., Connecticut College, Trinity College, Wesleyan University and Yale University).

FIGURE 1

DISTRIBUTION OF MINORITY ENROLLMENT AMONG ETHNIC CATEGORIES
1976 and 1980

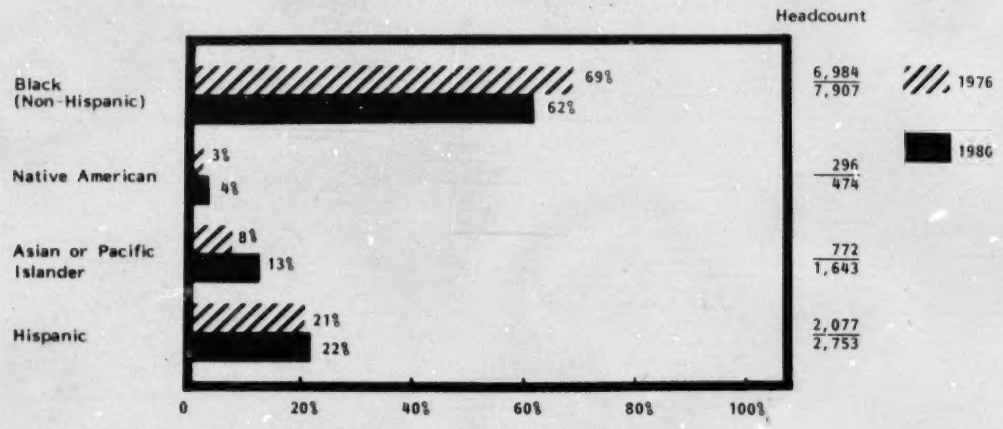
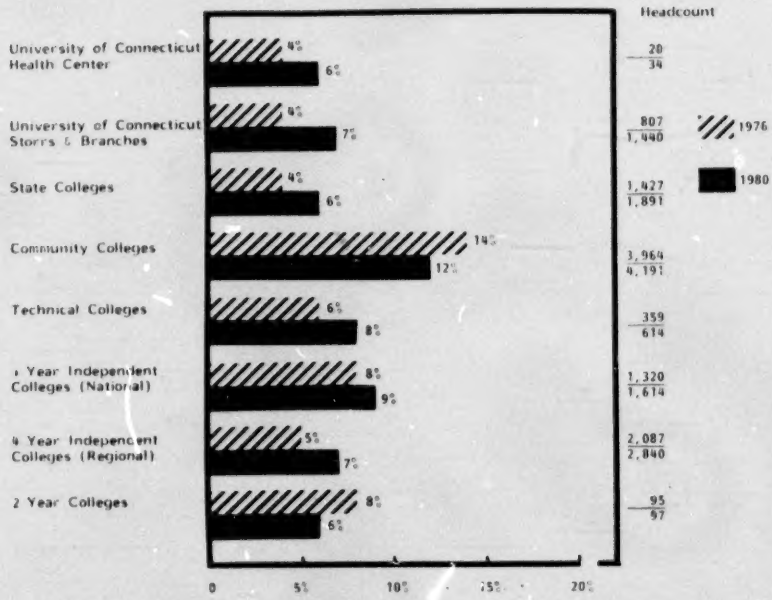


Figure 2 shows the distribution of minority students among types of institutions in 1976 and 1980.

FIGURE 2

MINORITY STUDENTS AS A PERCENTAGE OF ENROLLMENT
BY TYPE OF INSTITUTION
1976 and 1980



While the Regional Community Colleges as a group continue to enroll the highest proportion of minority students (32.8 percent in 1980), their share has dropped from 1976, when 39.3 percent of Connecticut's minority students enrolled in the community colleges. The four-year regional independent institutions collectively had the largest headcount growth in minority enrollment between 1976 and 1980 (753). Sixty-one percent of this growth, however, occurred at the University of New Haven. The University of Connecticut increased minority enrollment by 633 students during the same period, representing the largest increase for a single institution.

Table 2 shows the distribution of minority and non-minority students among the types of institutions. In 1976 the highest proportions of Blacks (41.6 percent), Native Americans (39.5 percent) and Hispanics (39.1 percent) were attending Regional Community Colleges while the highest proportion of Asian and Pacific Islanders was attending the four-year national independent institutions. By 1980 the proportions of Native Americans and Hispanics had shifted. While the highest proportions of Blacks and Hispanics continue to be attending community colleges, the representation of Hispanics at the four-year regional independent institutions has grown considerably, and the highest proportion of Native Americans is attending the State Colleges. The distribution of non-minority students has remained essentially stable from 1976 to 1980.

TABLE 2

ENROLLMENT BY ETHNIC CATEGORY
1976 and 1980

Institutions	BLACK		NATIVE AMERICAN		ASIAN AND PACIFIC ISLANDER		HISPANIC		NON-MINORITY		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1976											
University of Connecticut	541	7.7	9	3.0	68	8.8	189	9.1	20,854	15.3	21,661
UConn Health Center	13	0.2	0	0	5	0.6	2	0.1	449	0.3	469
Subtotal	554	7.9	9	3.0	73	9.5	191	9.2	21,303	15.6	22,130
State Colleges	951	13.6	95	32.1	113	14.6	268	12.9	31,418	23.0	32,845
Regional Community Colleges	2,906	41.6	117	39.5	128	16.6	813	39.1	24,862	18.2	28,826
State Technical Colleges	214	3.1	13	4.4	32	4.1	100	4.8	5,503	4.0	5,862
Total, State Inst.	4,625	66.2	234	79.1	346	44.8	1,372	66.0	83,086	60.9	89,663
4-Year (National) Independent	756	10.8	22	7.4	261	33.8	281	13.5	15,085	11.1	16,405
4-Year (Regional) Independent	1,529	21.9	38	12.8	139	18.0	381	18.3	36,246	26.6	38,333
2-Year Independent	56	0.8	1	0.3	7	0.9	31	1.5	1,050	0.8	1,145
Total, Independent Inst.	2,341	33.5	61	20.6	407	52.7	693	33.4	52,381	38.4	55,883
U.S. Coast Guard Academy	18	0.3	1	0.3	19	2.5	12	0.6	962	0.7	1,012
TOTAL	6,984	100%	296	100%	772	100%	2,077	100%	136,429	100%	146,558
1980											
University of Connecticut	761	9.6	46	9.7	264	16.1	369	13.4	20,434	13.9	21,874
UConn Health Center	15	0.2	0	0	9	0.5	10	0.4	499	0.3	533
Subtotal	776	9.8	46	9.7	273	16.6	379	13.8	20,933	14.2	22,407
State Colleges	1,087	13.7	178	37.6	224	13.6	402	14.6	30,531	20.7	32,422
Regional Community Colleges	3,083	39.0	98	20.7	223	13.6	787	28.6	29,891	20.3	34,082
State Technical Colleges	356	4.5	27	5.7	104	6.3	127	4.6	7,246	4.9	7,860
Total, State Inst.	5,302	67.1	349	73.6	824	50.2	1,695	61.6	88,601	60.2	96,771
4-Year (National) Independent	742	9.4	30	6.3	483	29.4	359	13.0	15,475	10.5	17,089
4-Year (Regional) Independent	1,779	22.5	84	17.7	319	19.4	658	23.9	40,852	27.7	43,692
2-Year Independent	68	0.9	5	1.1	2	0.1	22	0.8	1,500	1.0	1,597
Total, Independent Inst	2,589	32.7	119	25.1	804	48.9	1,039	37.7	57,827	39.3	62,378
U.S. Coast Guard Academy	16	0.2	6	1.3	15	0.9	19	0.7	849	0.6	905
TOTAL	7,907	100%	474	100%	1,643	100%	2,753	100%	147,277	100%	160,054

Rank order of the ten leading institutions in terms of the number of minority students enrolled and their percent of total enrollment is presented in Table 3. The distribution of minority students by institution and level is shown in Table 4.

TABLE 3

RANK OF LEADING TEN INSTITUTIONS BY NUMBER AND PERCENT OF MINORITY STUDENTS ENROLLED, FALL 1980

Rank by Number of Minority Students		Rank by Minority Enrollment as a Percent of Total Enrollment[a]	
Institution	Number Enrolled	Institution	Percent of Enrollment
1. University of Connecticut[b]	1,474	Greater Hartford Community College	38.7%
2. Yale University	1,161	South Central Community College	34.4%
3. Greater Hartford Community College	1,112	Housatonic Community College	24.2%
4. University of New Haven	1,068	Norwalk Community College	17.9%
5. Southern Connecticut State College	703	Bridgeport Engineering Institute	16.5%
6. South Central Community College	703	University of New Haven	14.2%
7. Central Connecticut State College	676	Norwalk State Technical College	13.9%
8. Housatonic Community College	628	Albertus Magnus College	12.9%
9. University of Hartford	602	Yale University	11.4%
10. Norwalk Community College	573	Wesleyan University	10.6%

[a]Excludes institutions with minority enrollment of fewer than 30 students.

[b]Includes the UConn Health Center (N=34).

Minority enrollment is highest at institutions located in the larger urban areas, reflecting the proportion of minorities in those populations. The fourteen public institutions (including three branches of the University of Connecticut) located in the seven towns with populations greater than 70,000 enroll 5,433 minority students or 66.7 percent of all minorities enrolled in state-supported institutions but only 46.1 percent of the state-supported non-minority students. Urban community colleges--Greater Hartford, Mattatuck, South Central, Housatonic and Norwalk--collectively enroll 3,357 minority students or 80.1 percent of the total community college minority student population, while enrolling 36.6 percent of non-minority community college students. Urban independent institutions show a somewhat similar pattern, enrolling 87.1 percent of all minorities who enroll in independent regional and two-year colleges and 75 percent of non-minority students.

Undergraduate Enrollment

In 1980, minority students represented 8.5 percent of all undergraduate students compared to 7.7 percent in 1976. Enrollment of undergraduate minority students grew 21.8 percent between 1976 and 1980 compared to a growth rate of 8.8 percent of non-minority students. Growth occurred in both sectors of higher education--20.3 percent in the public institutions and 23.5 percent in the independent sector. Between 1976 and 1980, the proportion of undergraduate minority students enrolled full time decreased from 61.7 percent to 60 percent. This shift is substantially less than for the non-minority undergraduate college population, where 66.7 percent were full-time students in 1976, compared to 59.5 percent in 1980. Minorities are now as likely as non-minorities to enroll on a full-time basis. Thus, the overall trend toward part-time enrollment at the undergraduate level is largely attributable to the non-minority student body.

TABLE 4 - FALL ENROLLMENT OF MINORITY STUDENTS AT CONNECTICUT COLLEGIATE INSTITUTIONS

	1980 Undergraduate		1980 Graduate & First-Professional		Total Head-count 1980	Total Head-count 1976	Minority as a Percentage of Total 1980 Enrollment
	Full-time	Part-time	Full-time	Part-time			
INDEPENDENT INSTITUTIONS							
Four-Year National							
Connecticut College	49	3	1	0	53	107	2.7
Trinity College	82	6	0	6	94	95	4.6
Wesleyan University	295	0	5	6	306	250	10.6
Yale University	791	5	337	28	1,161	868	11.4
TOTAL	1,217	14	343	40	1,614	1,320	9.4
Four-Year Regional							
Albertus Magnus College	46	27	0	0	73	65	12.9
Annhurst College	*	*	*	*	*	19	*
Bridgeport Engineering Institute	0	126	0	0	126	27	16.5
Educational Center Human Dev.	0	0	0	4	4	4	17.4
Fairfield University	83	72	10	25	190	193	3.8
Hartford Graduate Center	0	0	0	71	71	28	4.5
Hartford Seminary Foundation	0	0	0	6	6	-	5.9
Holy Apostles College	2	0	2	0	4	-	3.9
Paier School of Art, Inc.	9	1	0	0	10	*	2.1
Post College	65	41	0	0	106	99	7.3
Quinnipiac College	53	17	0	2	72	131	1.8
Sacred Heart University	124	82	0	17	223	180	5.5
St. Alphonsus College	30	0	0	0	30	10	43.5
St. Basil's College	0	0	0	0	0	0	0
St. Joseph College	22	14	1	15	52	33	3.9
University of Bridgeport	80	84	6	33	203	211	3.0
University of Hartford	244	170	40	143	602	480	6.1
University of New Haven	439	399	10	220	1,068	607	14.2
TOTAL	1,202	1,033	69	536	2,840	2,087	6.5
Two-Year Colleges							
Briarwood College	10	0	0	0	10	*	2.6
Hartford College for Women	16	5	0	0	21	33	10.2
Katharine Gibbs School, Inc.	3	0	0	0	3	1	6.1
Mitchell College	29	34	0	0	63	42	6.7
Mt. Sacred Heart College	0	0	0	0	0	0	0
St. Thomas Seminary	*	*	*	*	*	19	*
TOTAL	58	39	0	0	97	95	6.1
TOTAL, INDEPENDENT INST.	2,477	1,086	412	576	4,551	3,502	7.3
PUBLIC INSTITUTIONS							
University of Connecticut							
Main Campus & Branches	858	126	220	236	1,440	807	6.6
UConn Health Center	0	0	34	0	34	20	6.4
TOTAL	858	126	254	236	1,474	827	6.6
State Colleges							
Central Connecticut	322	262	13	79	676	546	5.5
Eastern Connecticut	126	31	0	6	163	157	5.2
Southern Connecticut	410	100	37	156	703	512	6.2
Western Connecticut	215	95	6	33	349	212	6.2
TOTAL	1,073	488	56	274	1,891	1,427	5.8
Regional Community Colleges							
Asnuntuck	3	26	0	0	29	118	1.7
Greater Hartford	299	813	0	0	1,112	1,163	38.7
Housatonic	200	428	0	0	628	795	24.2
Manchester	135	205	0	0	340	159	5.1
Mattatuck	226	115	0	0	341	247	9.6
Middlesex	85	93	0	0	178	138	5.6
Mohegan	47	73	0	0	120	88	5.3
Northwestern Connecticut	16	26	0	0	42	31	1.7
Norwalk	175	398	0	0	573	542	17.9
Quinebaug Valley	3	27	0	0	30	10	3.2
South Central	363	340	0	0	703	614	34.4
Tunxis	63	32	0	0	95	59	3.6
TOTAL	1,615	2,576	0	0	4,191	3,964	12.3
State Technical Colleges							
Greater New Haven	34	45	0	0	79	*	9.8
Hartford	96	58	0	0	154	65	8.9
Norwalk	95	154	0	0	249	198	13.9
Thames Valley	28	52	0	0	80	64	4.4
Waterbury	17	35	0	0	52	32	3.0
TOTAL	270	344	0	0	614	359	7.8
TOTAL, STATE INST.	3,816	3,534	310	510	8,170	6,577	8.4
U.S. Coast Guard Academy	56	0	0	0	56	50	6.2
TOTAL, PUBLIC INST.	3,872	3,534	310	510	8,226	6,627	8.4
TOTAL ALL INST.	6,349	4,620	722	1,086	12,777	10,129	8.0

*Institution was not licensed or was not enrolling students at this time.

Graduate and First-Professional Enrollment

Minority students represented 5.9 percent of all graduate and first-professional students in 1980, compared to 3.8 percent in 1976. Graduate and first-professional minority student enrollment increased by 720 students or 65.5 percent between 1976 and 1980. During the same period, non-minority enrollment increased 1,245 or 4.5 percent. While 71.8 percent of the growth in minority graduate and first-professional enrollment occurred in the part-time category (517 students), growth in non-minority enrollment was largely in the full-time category--84.8 percent of all additional students between 1976 and 1980. For minorities, the proportion of students enrolled full time decreased from 47.3 percent to 39.7 percent between 1976 and 1980. Over the same period of time, non-minority students, however, increased their proportion of students enrolled full time from 30.3 percent to 32.6 percent. This differential pattern suggests that although minority graduate and first-professional students are still more likely to enroll full time than non-minority students, this distinction may disappear if present trends continue.

Enrollment of Minority Women

Attendance patterns of minority and non-minority women are quite similar. Female minority students number 6,918 or 54.1 percent of all minority students enrolled, while women represent 52.9 percent of non-minority students.

Minority women represent 51.9 percent of all full-time undergraduate minority students and 46.8 percent of all full-time minority graduate and first-professional students. These percentages are similar to those of non-minority students where 50.8 percent of full-time undergraduate students are women and 43.8 percent of full-time graduate and first-professional students are women. In the part-time category, female students again represent more than half of undergraduate enrollment for both minority and non-minority students, 59.2 percent and 58.8 percent, respectively. For part-time graduate and first-professional enrollment, non-minority women are 52.1 percent, and minority women are 49.1 percent, of the total.

Degrees Conferred

For the academic year ending June 30, 1979, 26,234 degrees were conferred[4] by Connecticut institutions of higher education. Of these degrees, 1,357 or 5.2 percent were awarded to minority students. Minority students received 4.6 percent of all bachelors degrees conferred, 3.4 percent of all masters degrees and 5 percent of all doctoral degrees. Proportional representation of minority students was highest at the first-professional and associate degree level, where they received 8.6 percent and 8.1 percent, respectively, of all degrees awarded. Table 5 presents a breakdown of degrees conferred by degree type for minority, White and non-resident alien students

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[4] Source: HEGIS form 2300-2.1A: 1979. Data on degrees conferred, by ethnic category, are collected biennially.

TABLE 5

DEGREES CONFERRED BY LEVEL OF DEGREE FOR MINORITY, WHITE AND NONRESIDENT ALIEN STUDENTS, 1979

Level of Degree	Minority	White	Nonresident Alien	Total
FIRST PROFESSIONAL				
Number of Degrees Awarded	62	646	12	720
Percent of Awards in Degree Category	8.6%	89.7%	1.7%	
Percent of Degrees in Ethnic Category	4.6%	2.6%	2.9%	2.7%
DOCTORAL				
Number of Degrees Awarded	26	426	60	512
Percent of Awards in Degree Category	5.0%	83.2%	11.7%	
Percent of Degree in Ethnic Category	1.9%	1.7%	14.3%	1.9%
MASTERS				
Number of Degrees Awarded	213	5,777	211	6,201
Percent of Awards in Degree Category	3.4%	93.2%	3.4%	
Percent of Degrees in Ethnic Category	15.7%	23.6%	50.4%	21.9%
BACHELORS				
Number of Degrees Awarded	597	12,297	103	12,997
Percent of Awards in Degree Category	4.6%	94.6%	0.8%	
Percent of Degrees in Ethnic Category	44.6%	50.2%	24.6%	49.5%
ASSOCIATE				
Number of Degrees Awarded	443	5,022	31	5,496
Percent of Awards in Degree Category	8.1%	91.4%	0.6%	
Percent of Degrees in Ethnic Category	32.6%	20.5%	7.4%	20.9%
AWARDS BELOW ASSOCIATE				
Number of Degrees Awarded	16	290	2	308
Percent of Awards in Degree Category	5.2%	94.2%	0.6%	
Percent of Degrees in Ethnic Category	1.2%	1.2%	0.5%	1.8%
TOTAL	1,357	24,458	419	26,234
	5.2%	93.2%	1.6%	100%

Table 6 shows the distribution of degrees conferred by discipline and ethnicity. For both minority and non-minority students the highest percentage of bachelors degrees was in social sciences and business. Social sciences represented the single largest discipline in which minority students received bachelors degrees (21.1 percent) followed by business and management (13.6 percent). Non-minority students are most likely to receive degrees in business and management (17.2 percent), social sciences (16 percent) and education (11 percent). At the masters degree level, education represents the largest proportion of degrees received by both minority and non-minority students. At the doctoral level, minority students received degrees in a wide range of disciplines with a large proportion of degrees received in fine and applied arts, and letters--grouped in the "all others" category--as well as biological sciences.

TABLE 6

DISTRIBUTION OF DEGREES CONFERRED BY DISCIPLINE AS A PERCENT OF TOTAL DEGREES FOR MINORITY AND NON-MINORITY STUDENTS 1978-1979

Discipline	Bachelors		Masters		Doctoral	
	Minority	Non-Minority	Minority	Non-Minority	Minority	Non-Minority
Agriculture	0.7%	2.1%	0.5%	1.1%	0	2.5%
Architecture	1.0%	0.2%	0	0.7%	0	0
Biological Sciences	8.7%	6.3%	2.8%	2.3%	19.2%	11.5%
Business & Management	13.6%	17.2%	10.8%	16.2%	0	1.4%
Education	7.0%	11.0%	30.5%	43.8%	7.7%	12.1%
Engineering	3.4%	5.5%	1.4%	2.6%	0	3.3%
Health Professions	2.3%	7.0%	6.6%	3.8%	0	2.3%
Mathematics	1.3%	1.5%	0.9%	0.6%	0	2.9%
Physical Sciences	1.3%	2 8%	2.3%	1.3%	3.8%	9.9%
Psychology	9.7%	6.3%	1.4%	2.9%	3.8%	6.0%
Public Affairs	7.4%	3.2%	12.7%	3.5%	0	0
Social Sciences	21.1%	16.1%	6.6%	3.9%	0	18.3%
All Others	22.4%	20.7%	23.5%	17.3%	65.5%	29.8%
TOTAL	100% (597)	100% (12,400)	100% (213)	100% (5,988)	100% (26)	100% (486)

	Associate Degrees	
Discipline	Minority	Non-Minority
Arts & Sciences	35.0%	29.3%
Data processing Technologies	3.6%	4.5%
Health Services & Paramedical Technologies	8.1%	14.9%
Mechanical & Engineering Technologies	7.4%	10.7%
Natural Science Technologies	1.6%	0.6%
Business & Commerce Technologies	27.8%	28.3%
Public Service Related Technologies	16.5%	11.6%
TOTAL	100% (443)	100% (5,053)

Equal Access

How close are minorities to achieving equal access to higher education in Connecticut? Current statistics show that minorities represent between 10 and 14 percent of the Connecticut population, and 8 percent of the higher education student body. A direct comparison between population and students provides the simplest--but perhaps not the most appropriate--indicator by which to assess equity. Aggregate population statistics tend to disguise the high proportion of minorities of college age.

As the proportion of minority students increases in Connecticut's public high schools during the next decade, their representation in the high school graduate pool can be expected to increase, although at a somewhat lower rate given the high attrition rates of minority students in the secondary school system. An alternative indicator of equal access, therefore, could be a comparison between high school graduation rates and enrollment rates of minority students in higher education. Since the proportion of minority high school graduates is estimated at approximately 12 percent, Connecticut has not achieved equal access by either measure, despite progress over the past five years.

Continued efforts to recruit minority students into institutions of higher education will confront a number of conflicting social forces. Proprietary postsecondary institutions continue to offer attractive alternative training, often with direct job placement. In a tight economy, these schools will be seen as reasonable alternatives to traditional higher education for those seeking additional training. As the pool of high school graduates diminishes, recruitment of additional minority and non-minority students at the margin will find many of these potential students underprepared for a college education, despite having completed the requirements for a high school diploma. In addition, these potential students will tend, on the average, to come from lower income families and to require financial aid.

Equity of Utilization

A report by Howard University on the status of Black enrollment states that ". . . the attainment of parity in access will be much less rewarding than most Americans would have expected. Equal access may be coming at a time when educational inequalities have retreated from the threshold of the higher education system to inside."[5] While equity can be assessed through an examination of participation rates, three other dimensions must also be considered. The first is the types of institutions that are attended by minority students, the second is the fields of study chosen and the third is retention.

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[5] Institution for the Study of Educational Policy, Equal Educational Opportunity: The Status of Black Americans in Higher Education, 1975-1977: Howard University Press, 1980.

Utilization by Type of Institution. In the United States a variety of institutions serve the different needs and tastes of a heterogeneous population, and these institutions pride themselves on their diversity. But along with this diversity comes a stratification that provides differential access to future educational, economic, social and employment opportunities.

The enrollment of minorities across types of institutions in Connecticut shows a pattern that is similar to national trends. Most success in recruiting students is achieved at institutions positioned at the extreme ends of the student-selectivity scale. Yale University, for example, can successfully recruit from a national pool of minority students. In general, it appears that minorities who complete four years of college are more likely to do so at a private institution than at a public one. Independent colleges awarded 63 percent of the bachelors degrees received by minority students in 1979 and Yale accounted for 40 percent of those degrees--more than 25 percent of all bachelors degrees awarded to minority students in the state. Those minority students who persist appear to integrate themselves successfully into the system. Minorities are well represented, for example, in first-professional programs where, in the fall 1980, they represented 9 percent of enrollment in Connecticut.

While the bulk of minority enrollment growth in the public sector in the last five years has occurred at the five senior institutions, 38 percent of undergraduate minority students are currently enrolled at the two-year Regional Community Colleges. Minority students have been more likely to obtain associate degrees than non-minority students, and less likely to get bachelors and masters degrees. The articulation between the two-year and four-year institutions requires further analysis and possible modification to ensure that minorities obtain every possible opportunity and incentive to continue beyond the associate level and to complete four-year programs at the same rates as other students.

Utilization by Discipline. The law of supply and demand suggests that an individual's economic success will be related to the acquisition of skills that are in high demand by business and industry. An examination of the disciplines in which Connecticut graduates obtain degrees suggests that minorities are underrepresented in technical and business-related fields. These fields often require a background in quantitative skills that the minority student may lack. In order to provide more flexibility in program choices and access to better employment opportunities, special attention should be given to the accessibility of courses in basic quantitative subjects like mathematics, chemistry, physics and computer technology. Since one-third of all undergraduate minority students are enrolled in six Regional Community Colleges, these institutions would be a particularly appropriate focus for increased resources in this program area. Attention also should be paid to the relationship between the size of an institution and its ability to offer a comprehensive choice of programs and courses so that students may explore alternatives and reassess their educational goals.

Retention. Although the data represented in this report do not directly address the issue of student retention, its importance as a component of any asssessment of the overall success of higher education in providing equal educational opportunity cannot be overlooked. Although some evidence on persistence rates can be gathered by comparing the data on degrees conferred with enrollment data, attrition is best studied through institutional studies that monitor the progress of students over time. Institutions should be encouraged to undertake such studies, with special attention to their minority population.

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This report is one of a series of research reports prepared by the Board of Higher Education. Other reports in this series are

Higher Education Staff Information Survey, R-I-80

Enrollment in Connecticut Higher Education, R-I-81

Women in Connecticut Higher Education, R-3-81

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Anticipating the 1980s: Report and Recommendations to the General Assembly on Higher Education in Connecticut September 1979

Higher Education: A Connecticut Resource, annual brochure

Public and Independent Colleges and Universities in Connecticut, annual directory

Higher Education in Connecticut: A Status Report January 1981